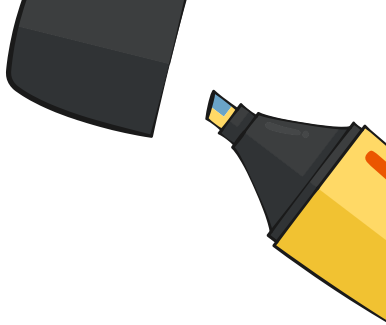
Colchester Public Schools
Educator & Leader Evaluation

New Evaluation & Support Guidelines and CT Model Plan



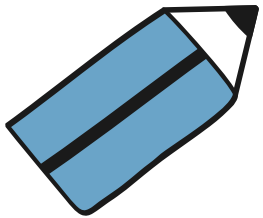
- **New Evaluation & Support Guidelines and CT Model Plan released late February 2024.**
  - Discussed at March 12th BOE meeting
  - Designed to support a continuing learning process

- **Each BOE must adopt and implement an Evaluation Program that is consistent with the Evaluation Guidelines adopted by the CT State Board of Education for implementation in 24/25.**

- **PDGC recommends the adoption of the CSDE model plan with minor adaptations to the designated educator evaluation rotation/cohorts.**

CT Guidelines: Required Key Changes:

- **Removal of Performance Evaluation Designators**: The requirement to include four performance evaluation designators for teachers (exemplary, proficient, developing, and below standard) has been removed.
- **Removal of Scoring Systems**: References to teacher evaluation scoring systems to determine ratings have also been removed.
- **Use of Multiple Indicators**: The Evaluation Guidelines must include the use of multiple indicators of student learning, growth, and achievement (rather than student academic growth and development) in teacher evaluations.
- **Assessment Methods**: Methods for assessing student learning, growth, and achievement are to be included.
- **Consideration of Control Factors**: Guidelines should consider factors such as student characteristics, student attendance, and student mobility that may influence teacher performance.
- **Annual Summary of Teacher Growth:** The evaluator is to provide an annual summary of teacher growth.



- **Training Programs**: Guidelines should include the development and implementation of periodic training programs regarding the teacher evaluation and support program.

- **Professional Development Services**: There should be provision of professional development services based on the individual or group of individuals' needs identified through the evaluation process.

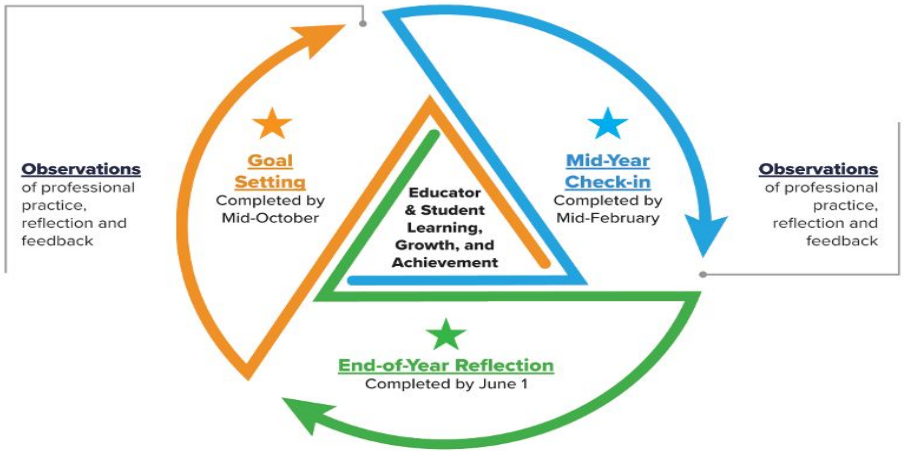
- **Teacher Improvement and Remediation Plans**: The creation of individual teacher improvement and remediation plans for teachers who require additional support that are designed in consultation with such teacher and the union representative.

- **Career Development Opportunities**: The guidelines should provide opportunities for career development and professional growth.

- **Validation Procedure**: A validation procedure for the CSDE or a third party approved by the CSDE to audit remediation plans.

Educator Continuous Learning Process

Evaluation Orientation
Completed prior to the start of the Continuous Learning Process



Goal Setting
Completed by Mid-October

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference
- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in
Completed by Mid-February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

Mid-Year Conference
- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection
Completed by June 1

End-of-Year Reflection and Feedback Process
- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Educator Cohorts:

Cohort 1	**Cohort 2**	**Cohort 3**
Who? ● New to profession (first four years) ● New to CPS (first two years)	**Who?** ● Educators who have successfully completed Cohort 1 or 3 – biennial cycle	**Who?** ● Educators who have successfully completed Cohort 1 or 2 – biennial cycle
What? ● Three observations of professional practice (min. 30 minutes in length) with <u>pre and post meetings</u> – *One observation of professional practice may be substituted for a review of practice* ● Verbal and written feedback within five school days ● Additional observations as mutually agreed upon or deemed necessary	**What?** ● Two observations of professional practice (min. 20 minutes in length) with <u>post meetings</u> – *One observation of professional practice may be substituted for a* review of practice ● Verbal and written feedback within five school days ● Additional observations as mutually agreed upon or deemed necessary	**What?** ● Two observations: – One observation of professional practice (min. 20 minutes in length) with <u>pre and post meetings</u> – One review of practice ● Verbal and written feedback within five school days ● Additional observations as mutually agreed upon or deemed necessary

Leader Cohorts:

Cohort 1	**Cohort 2**
Who? ● New to leadership role – first three years	**Who?** ● Leaders who have successfully competed Cohort 1
What? ● Three observations of professional practice and/or site visits ● Verbal and written feedback within five school days ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	**What?** ● Two observations of professional practice and/or site visits ● Verbal and written feedback within five school days ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary